Accessibility Plan

History of template document:

Version	Author	Date written	Adopted by LGB	Note of Revisions
V1	I Addison	September 2024	08 October 2024	

<u>**WITHIN SCHOOL:**</u> **To be reviewed annually within school, with objectives updated every three years, or sooner if deemed necessary.**

Reviewed by:	Iain Addison		
Reviewed on:	September 2024	**Next Review due:**	September 2025
Objectives set on:	September 2024	**Objectives to be updated by:**	September 2027

1. Contents

1. Aims

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability;

- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;

- To plan to increase access to education for disabled pupils.

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum;

- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided;

- Improve the availability of accessible information to pupils with disabilities.

Our School Vision

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The values within St Aidan's are grounded in the Christian faith based on love, compassion and respect for each other as well as the world we live in. The school's vision statement reflects the school's ambitions for all its pupils and have been developed with the whole community.

Three foundational principles underpin our Christian vision for educational flourishing; that all are:

- **Called to flourish** – all staff and pupils are whole human beings made in the image of God (Genesis 1:27). We are 'fearfully and wonderfully made' (Psalm 139), intentionally created as a reflection of the imagination and creativity of the Creator. St. Paul makes it clear that we all have unique gifts, given to us by God, which enable us to 'do good works, which God prepared beforehand, that we should walk in them' (Ephesians 2:10)
- **Connected to flourish** – St. Paul reminds us that 'together you are the Body of Christ, and each one of you is a part of that body' (1 Corinthians 12:27). Our school experiences a web of relationships and reciprocal actions between leaders, teachers, staff, pupils, families, and the wider community.
- **Committed to flourishing** – flourishing is not simply a state of being, but also a process – one to which we are fully committed.

2. Legislation and guidance

The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

Under the [Special Educational Needs and Disability (SEND) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Definitions

Equality Act 2010:

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities"

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial, and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the definition.

Normal day-to-day activity the test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger;
- eating and drinking

4. Implementation and Review

The Accessibility Action Plan will be reported upon annually in respect of progress and outcomes and provide a projected plan for the three-year period ahead of the next review date.

The Accessibility Action Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website.

St Aidan's Accessibility Action Plan shows how access is to be improved for pupils with disabilities, staff, and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Action Plan will contain relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, ensuring that pupils with a disability are as, equally, prepared for life as are our pupils who do not have a disability; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.

The Accessibility Action Plan should be read in conjunction with the following school policies, strategies, and documents:

- Curriculum Policy
- Equality information and Objectives
- Health & Safety Policy (including off-site safety)
- SEND Policy
- School Behaviour Policy
- School Development Plan
- School Prospectus and Sixth Form Prospectus

Equality information will be reviewed as and when school policies are reviewed. The terms of Reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Action Plan will be published on the school website.

The Accessibility Action Plan will be monitored through the Governors' Welfare Committee.

ACTION PLAN

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. These will be reviewed every three years and updated more frequently if necessary.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS
Increase access to the curriculum for pupils with a disability	St. Aidan's is an inclusive school that seeks to ensure an outstanding curriculum for all its pupils. Examples of current good practice are: • Tracking and monitoring for all pupils via Arbor. • Strong and purposeful liaison with primary feeder schools. • Liaison with external services and agencies regarding specific needs. • Staff access to student Individual Provision Maps via Arbor. • Targeted intervention for individuals. • Timely identification of and testing for Access Arrangements for external examinations.	• To ensure a robust MIS that allows student information to be used for timely and purposeful interventions. • Develop staff through training in Adaptive Teaching. • Provide targeted intervention for pupils identified as having low-reading levels through a whole-school approach to literacy development. • Review curriculum provision to ensure visibility of people with disabilities. • Promote an inclusive culture through communicating our school values of Wisdom, Aspiration, Learning Well Together and Kindness during Collective Worship and Tutor Time. • Evaluate evidence of all students making progress.	• Move MIS to Arbor and train staff to use to support transition, teaching and learning, and parental communication. • Staff training in Adaptive teaching. • Analysis of Reading Ages to identify and review possible SEND. • Analysis of SATs and CAT data to identify and review possible SEND • Ensure curriculum resources include examples of people with disabilities. • Provide annual training on Autistic Spectrum Condition and Attention Deficit Hyperactivity (and Inattentive) Disorder. • Train all staff in Positive Regard to support reasonable adjustments to the behaviour policy. • Ensure all classroom environments reflect an inclusive approach including visual and audio resources. • Data review of progress after all data collections.

	• Emphasis on Quality First teaching. • All pupils have access to quality careers education, information, advice and guidance. • Staff training on how to meet individual students' needs. • Curriculum is subject to ongoing reviews to ensure it meets the needs of all students. • Curriculum progress is tracked for all subjects.		• Review progress of all students from KS4 and KS5 examinations. • Develop and quality assure Collective Worship and Tutor Time activities.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Elevators • Corridor width • Disabled parking bays • Accessible toilets and changing facilities • Library shelves at wheelchair-accessible height • Space for small group work	• To consider an enhanced fire alarm and lockdown alarm system for those pupils with hearing impairment. • To consider the provision of an induction loop in the main reception and main hall. • To ensure all aspects of the physical environment meet statutory requirements and beyond. • To gain feedback from all students regarding the accessibility of the physical environment. • Ensure all students have access to toilets.	• To address any concerns arising from the annual site inspection. • Install an enhanced fire alarm and lockdown alarm system. • Investigate issues of amplification in reception and main hall. • To review the allocation, availability, and state of repair of disabled car parking bays on site. • To complete all actions from the North Yorkshire Safeguarding Bi-Annual Audit (2025). • Allocated toilets for specific year groups.

	• Lockers for specific pupils to store belongings • Clear visual signage • Yellow strips on stairs • Evacuation procedures and equipment in place	• To provide a prayer/ contemplation room for students to use.	• Duty staff monitor use of toilets. • Room identified and re-purposed as a prayer/ contemplation room.
Improve the delivery of information to pupils with a disability	St. Aidan's uses a range of communication methods to make sure information is accessible. This includes: • Access to translators for pupils / families if required for meetings. • Internal signage. • Induction Loop in Chapel and Constance Green Hall. • Formatting of classroom materials for individual student needs (coloured paper, large print). • All students in need of access arrangements are identified as early as possible.	• Improve access to appropriate technology to allow pupils to enlarge materials. • Ensure all staff are training in Adaptive Teaching. • Further identification of staff training needs. • Deliver targeted training/ support. • Develop further literacy interventions to support weakest readers.	• Ensure students with a visual and audio impairment have access to appropriate resources to deliver information to pupils with a disability. • Staff training in Adaptive teaching to support information sharing with pupils. • Review how we share information with pupils who have a learning need through student voice as part of the EHCP Annual Reviews and through parent/ carer meetings. • Review staff training needs through Performance Management and SLT to review staff needs. • Identify cohort of students who would benefit from literacy intervention and deliver targeted interventions. • Increase capacity in the SEND team to allow for more access arrangements screening and administration support.